

6 month reporting date 10/24/03
 12 month reporting date 4/24/04
 18 month reporting date 2/13/05
 Closed 3/18/05

Winner School District Improvement Plan/Progress Report Form

Principle 1 - General Supervision				
Present levels: The review team completed a review of the child count for December 1, 2000. The team identified a student who was listed on the federal child count twice.				
Desired Outcome: The school district's child count will reflect accurate information.				
Measurable Goal: A system will be implemented to ensure that the child count is accurately reported to the State Department of Education				
Short Term Objectives:	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
The Child count data will be reviewed monthly throughout the school year to insure children are only listed once on the official child count. A statement that these steps were taken will be submitted to OSE.	Immediately/ongoing	Special Education director	Ongoing	Met Aug '04
Please explain the data (6 month) As the Special Education Director, I reviewed the schools child count the first Wednesday of every month to ensure that all information was correct. While reviewing this child count, I randomly check three files per month per teacher to ensure all the information is correct. I also remind our teachers to check their files monthly to make sure all information is correct. I have found that this has helped with better organization and has kept our child count accurate.				
Please explain the data (12 month) With reviewing our files monthly to ensure that our child count is accurate and having out teachers randomly checking files, I feel very confident tat all child count information is correct. At this time I feel that I have met this goal but will continue with the process that is in place to ensure the Winner School District's child count remains accurate.				
A copy of the IEP cover sheet will be filed with the special education director as data to review prior to approval of the final child count. A statement that this step has taken place will be submitted to OSE.	Annually	Special Education director	Ongoing	Met Aug '04

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Please explain the data (6 month)
Cover pages of every IEP was made in conjunction to aid in the review and approval of the school district's final child count.

Please explain the data (12 month)
Continue copying every IEP cover page when reviewing and applying for approval of our school district's final child count.

Principle 3 - Appropriate Evaluation

Present levels:

The monitoring team reviewed a total of thirty-four student files. The review team was able to find parental input into the planning process for students who were referred for evaluation by their parent. The remaining student files did not contain any documentation to support the district is seeking the parent's input and participation in the evaluation planning process. This was also supported in interview by special education staff. Staff reported they did not seek parent input when planning evaluations.

The district is required to have the members of the evaluation team review existing evaluation data to determine what assessments will be administered to determine whether a student needs special education and related services. None of the thirty-four student files reflected that the district follows this procedure. In interview, staff was unaware of this requirement.

Desired Outcome(s):

Members of the evaluation team review existing evaluation data to determine what assessments will be administered to determine whether a student needs special education and related services.

Measurable Goal:

The evaluation team will confer prior to conducting all student evaluations to determine the necessary assessments to be given.

Short Term Objectives:

Timeline for Completion

Person(s) Responsible

**6 month
progress**
Record date
objective is met

**12 month
progress**
Record date
objective is met

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<p>The evaluation team will confer prior to conducting all student evaluations to determine the necessary assessments to be given. The special education director will use all pertinent information when the student has their initial or re-evaluation assessments. The district will submit the number of students who have had an initial or re-evaluation assessment and report on the number of reviews that were held to determine the necessary assessments to be given.</p>	<p>Reviewed in May 2003 and yearly there after</p>	<p>Special Education Director</p>	<p>Reviewed in August 2003 and yearly there after ongoing</p>	<p>Met Aug '04</p>
<p>Please explain the data (6 month) For each student up for review, that child's team met and discussed areas of improvement, areas of concern, and areas that we thought assessments should be completed in for the upcoming re-evaluation. We found that this communication before the re-evaluation helped with the overall continuity of the team. Numbers of students who had initial or re-evaluations and times of meetings will be submitted to the Office of Special Education. At this point testing has been completed on seven three-year evaluations and five new referrals. In each instance, it has been beneficial for each team to sit down and discuss all options that need to be considered in the testing process.</p>				
<p>Please explain the data (12 month) For each referral and 3-year test, the TAT team met to review the referral and discuss the concerns/needs that they are looking for in the testing process. This communication has not only made the testing process run more smoothly, it has also brought light to our regular education staff members in this particular area of special education that they did not know really existed.</p>				

Principle 3 - Appropriate Evaluation

Present levels:

The monitoring team reviewed a total of thirty-four student files. The review team was able to find parental input into the planning process for students who were referred for evaluation by their parent. The remaining student files did not contain any documentation to support the district is seeking the parent's input and participation in the evaluation planning process. This was also supported in interview by special education staff. Staff reported they did not seek parent input when planning evaluations.

The district is required to have the members of the evaluation team review existing evaluation data to determine what assessments will be administered to determine whether a student needs special education and related services. None of the thirty-four student files reflected that the district follows this procedure. In interview, staff was unaware of this requirement.

Desired Outcome(s):

Parents will be given the opportunity to provide input into the evaluation planning process.

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Measurable Goal:
 All student evaluations conducted will include documentation of parental input.

Short Term Objectives:	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>With every prior notice sent out, a parent input form will be included for them to fill out and return to the school district. This parent input form will be used to gain information from the parent(s) concerning their child's upcoming evaluation. This information helps the school district out before, during, and after the evaluation process. The district will submit the number of students who have had an initial or re-evaluation assessment along with the number of parent input forms that were sent to gather input and how many were returned.</p>	<p>Reviewed in May 2003 and yearly there after</p>	<p>Special Education Director/Staff</p>	<p>Reviewed in May 2003 and yearly there after ongoing</p>	<p>Met Aug '04</p>
<p>Please explain the data (6 month) We have found this process to be very beneficial in gaining parental information. We have had 70% of the parents either return or bring the parent information sheet to their child's meeting. This percentage was taken from to total number of students who had their initial or three-year evaluations completed. The total number of students was 51. Thirty-five students were up for three-year testing and the other sixteen were new referrals.</p>				
<p>Please explain the data (12 month) Throughout the 2003-2004 school year, we continued to send out our parent input sheets with all annual IEP notices, all 3-year evaluation notices, and new referral notices. We received back 80% of the parent input sheets throughout the year. Obviously, all parents are encouraged to share their input at each IEP meeting, which is a component of the PLOP page.</p>				

Principle 3 – Appropriate Evaluation

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Present levels:

The review team looked at thirty-four student files for evidence that functional assessment was occurring. None of the thirty-four files reflected the collection of functional assessment information for IEP program development. In interview, staff did not have an awareness of the purpose of functional assessment or how it relates to program planning.

The three students had no behavioral assessments or behavioral goals in place to the provision of counseling. One student receiving counseling did have a behavioral goal that stated "will follow Springfield Correctional behavior plan". There were no short-term objectives accompanying this goal, nor was the student assessed in the area of behavior. Another student had a history of behavioral concerns, documented in the IEP over a period of several years. No behavioral assessments were administered to the student, nor was a behavior intervention plan developed.

Desired Outcome(s):

The Winner School District desires to evaluate children with suspected disabilities with all required and appropriate evaluations

Measurable Goal:

The Winner School District's special education staff and school counselors will become familiar with functional assessment procedures and use functional assessments as part of each child's evaluation process.

Short Term Objectives:	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
All Special education staff members will be trained in the areas of functional assessments. Documentation of when, and who attended this in-service will be reported to OSE.	December 2002	Special Education Director	ongoing	Not Met Met March '05

Please explain the data (6 month)
 Throughout the 2002-2003 school year, our special education teachers attended different workshops. Documentation of these workshops will be submitted to the Office of Special Education. This list will be submitted to the State Office of Special Education.

Please explain the data (12 month)
 A functional assessment page has been created and is in use in our district. This assessment page covers all the academic areas and is completed by the classroom teacher, the resource staff person and any other personnel involved in the student's education. The functional assessment page covers the areas in which the student is excelling in as well as areas that there are concerns. The functional assessment is used along with the core content standards to create reachable and measurable goals on our student's individual education plans.

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Please explain the data (18 month) Two functional assessment training and review sessions were held. The first training was held on August 28, 2002 and the second training was held on September 18, 2002. Please see attached data.					
The Winner School District School Counselors will be trained to give functional assessments by November 2002. Documentation of when, and who attended this in-service will be reported to OSE.	November 2002	Special Education Director	ongoing	Met Aug '04	
Please explain the data (6 month) Behavioral Intervention Planning, a complete functional behavioral assessment and intervention plan was purchased and all school counselors were trained and are familiar with this plan. Lenna Thieman, Elementary Family Services Specialist, Diane Kludt, MS Counselor, and Kathy Bertram, HS Counselor all have been involved in the functional assessment process.					
Please explain the data (12 month) All school counselors and family service specialist have been trained and familiarized with the Behavioral Intervention Planning tool purchased by the school prior to the 2003-2004 school year.					
Students will have functional evaluations done as a part of their initial or re-evaluation process. The district will submit the number of students who have had an initial or re-evaluation assessment and report the number evaluations, which included functional assessment data.	Reviewed in May 2003 and yearly there after	Special Education Director	May 2003 and yearly there after ongoing	Not Met	Met March '05
Please explain the data (6 month) During the 2003-2004 school year, the evaluation team will confer prior to conducting all student evaluations to determine the necessary assessments to be given.					
Please explain the data (12 month) For each referral and 3-year test, the TAT team met to review the referral and discuss the concerns/needs that they are looking for in the testing process. This communication has not only made the testing process run more smoothly, it has also brought light to our regular education staff members in this particular area of special education that they did not know really existed.					
Please explain the data (18 month) Beginning the year 2003-2004, every child who has been referred for a comprehensive evaluation or every child who has gone through the 3 year evaluation process has had a functional assessment completed on them. This has carried over to the 2004-2005 school year as well.					

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Principle 3 – Appropriate Evaluation

Present levels:

The review team looked at thirty-four student files for evidence that functional assessment was occurring. None of the thirty-four files reflected the collection of functional assessment information for IEP program development. In interview, staff did not have an awareness of the purpose of functional assessment or how it relates to program planning.

The three students had no behavioral assessments or behavioral goals in place to the provision of counseling. One student receiving counseling did have a behavioral goal that stated “will follow Springfield Correctional behavior plan”. There were no short-term objectives accompanying this goal, nor was the student assessed in the area of behavior. Another student had a history of behavioral concerns, documented in the IEP over a period of several years. No behavioral assessments were administered to the student, nor was a behavior intervention plan developed.

Desired Outcome(s):

The Winner School District desires to evaluate children with suspected disabilities with all required and appropriate evaluations.

Measurable Goal:

All students with behavior concerns will be evaluated in that area when deemed appropriate by the IEP team

Short Term Objectives:

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

When deemed necessary appropriate staff will complete behavioral assessments. The Winner School District will follow the Behavioral Intervention Planning: Revised Edition when incorporating a Behavioral and/or functional assessment. The district will report to OSE the number of behavior assessments deemed necessary and of those numbers how many were completed.

Reviewed in May 2003 and yearly there after

Special Education Director

met

Please explain the data (6 month)

Behavioral Intervention Planning, a complete functional behavioral assessment and intervention plan was purchased and all school counselors were trained and are familiar with this plan. Lenna Thieman, Elementary Family Services Specialist, Diane Kludt, MS Counselor, and Kathy Bertram, HS Counselor all have been involved in the functional assessment process.

Please explain the data (12 month)

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Principle 4 - Procedural Safeguards				
Present levels: Three files of students, ages eighteen and older, were not notified a year prior to turning age eighteen of the transfer of parental rights.				
Desired Outcome(s): The Winner School District desires that one year prior to turning eighteen, each student with a disability will be notified and explained transfer of parental rights.				
Measurable Goal: Documentation will be provided in each students file showing transfer of rights was notified and explained.				
Short Term Objectives:	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
By September of each year, the special education director will identify all special needs students turning 17. This information will be disseminated to appropriate staff. At each of those student's IEP meeting that coming year the transfer of parental rights will be addressed.	Immediately/ongoing	Special Education Director	met	
Please explain the data (6 month) As the Special Education Director, I have labeled the students who will be turning 17 during the 2003-2004 school year. I will communicate with appropriate staff members during the Teacher in-service prior to the 2003-2004 school year begins.				
Please explain the data (12 month)				
Principle 5 - Individualized Education Program				

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Present levels:

The transition plans reviewed by the team did not provide for an outcome orientated plan designed to assist students in moving out of school into appropriate post-secondary options. Secondary level special educators were also interviewed. In the course of the interview, the staff indicated they were unaware of the requirement to focus transition planning on student outcomes. The plans seen by the team addressed current student employment and living situations, rather than seeking to address the desired student outcomes upon exiting high school. An example of an outcome for employment was "is looking for employment". An example of an outcome for independent living was "is living with aunt and uncle".

The IEP team is required to address a course of study for students age fourteen and up. Student IEPs did contain a course of study for students, but it only reflected the current year and previous year's coursework for each student. It was not being utilized as a planning device to help ensure the students achieved their desired outcomes for employment and independent living.

The transition plans for students did not contain any identified transition goals, nor were there any service recommendations in any of the thirteen plans reviewed. The justification statements were not based upon assessment of the student's abilities in each of the areas in the transition plan.

Desired Outcome(s):

The Winner School District desires to provide an outcome oriented plan to assist students in moving out of school into appropriate post-secondary options

Measurable Goal:

Students will be provided appropriate transition services that lead them to their indicate outcomes.

Short Term Objectives:	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
In regards to transition assessing the special education staff will use the Transition Tool Box with students ages 14 and up to better prepare them for post-secondary life. Student outcomes will be written based on the assessment. The district will submit to OSE the number of students with special needs who have transition needs and how many outcomes are written based on the assessment.	Review in May 2003 and yearly there after	SPED Staff/Special Ed. Director	May 2003 and yearly there after ongoing	Met Aug '04

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Please explain the data (6 month)
 Throughout the 2002-2003 school year, student outcomes have been written based off of their assessments. Their course of study was completed as it was directly related to the child's desired area of interest for employment and living. Out of 15 files that I reviewed, each file showed that transition plans had been addressed.

Please explain the data (12 month)
 Continue to address student outcomes and write them based off of their assessments. The course of study will relate directly to the area of the child's interest

<p>The special education director will ensure that a child's course of study will be addressed once the child turns 14. This course of study will be directly related to the child's desired area of interest for employment and living. A specific plan will be completed with the student and parent, which will address the five areas of transition. The district will submit to OSE the number of students with special needs who are fourteen and older and have course of study addressed that is directly related to the child's desired area of interest for employment and living. The district will also report on the number of students who are in need of a specific transition plans and how many have plans in place that address the five areas of transition.</p>	<p>Review in May 2003 and yearly there after</p>	<p>Special Education Director</p>	<p>May 2003 and yearly there after ongoing</p>	<p>Not Met</p>	<p>Met March '05</p>
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Please explain the data (6 month)
 Students transition needs were addressed with the individual, as well as the team, to set a path best suited for the individual's desired area of interest for future employment and living needs. Students who will need transition plans have been "marked" and the appropriate people have been notified.

Please explain the data (12 month)
 Students transition needs were addressed with the individual, as well as the team, to set a path best suited for the individual's desired area of interest for future employment and living needs. Students who will need transition plans have been "marked" and the appropriate people have been notified.

Please explain the data (18 month)
 Winner School District uses the Transition IEP Checklist when working with students and parents when their child turns 14. This process will continue on throughout their high school years when transfer of parent guardian rights takes place. Please see the attached data.

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Principle 5 - Individualized Education Program

Present levels: A student's IEP must contain present levels of performance based upon the skill areas affected by the student's identified disability. The present levels of performance (PLOP) are based upon the functional assessment information gathered during the comprehensive evaluation process. In the majority of the thirty-four files reviewed, present levels of performance were not linked to evaluation and did not contain the student's academic strengths, needs or their involvement in the general curriculum. The student's annual goals were written from standardized test information, which did not provide skill-based information.

Desired Outcome(s):

The Winner School District desires that each IEP will contain present levels of performance, which are based upon the functional assessment information gathered during the comprehensive evaluation process.

Measurable Goal:

The PLOP for each student will contain functional and developmental information relating to the student's disability.

Short Term Objectives:

	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
The special education staff will take information directly from the functional assessment completed during the comprehensive evaluation to develop the students PLOP. The special education director will review two files from each special education teacher to ensure that students with special needs have PLOP that are based upon skill areas that are affected by the student's identified disability. The results of this review will be submitted to OSE	Review in May 2003 and yearly there after	SPED Staff/ Special Ed. Director	May 2003 ongoing	Met Aug '04

Please explain the data (6 month)

The PLOP pages contain only information taken directly from the functional assessments, which were decided upon by the assessment team. Files of each teacher have been reviewed and each specific student's disability has been the main area of focus. Monthly, three files from each teachers child count are checked and the PLOP pages are looked over to make sure the information given on these pages are directly related to the assessments that were given to each individual student. Out of 18 files reviewed, 17 files were very accurate in the information given. The lone one has been changed to meet the criteria that we have set for ourselves.

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Please explain the data (12 month)

We will continue to take information directly from the functional assessments and incorporate them into the PLOP pages. Student files are reviewed and each student's disability is our main focus when developing goals and objectives to help them excel in the Winner School District. All of the files reviewed up to this point have contained accurate information.